

The Analysis of Perceptions and Implementation of Pedagogical Content Knowledge of Teaching English to Young Learners by English Primary School Teachers in Klungkung

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ABSTRACT

This research aimed at analyzing the perceptions and the implementation of Pedagogical Content Knowledge (PCK) of teaching English to young learners by English Primary School Teachers in Klungkung. The research design was embedded mixed method design which interpreted dominantly qualitative. The research subjects were three different English Primary School Teachers in Klungkung. The result showed that there were gaps between teachers' perceptions and implementation of pedagogical content knowledge. The final result of teachers' perceptions categorized as high and qualified as strong, which is in interval $3.3335 \leq M \leq 4.0005$. Meanwhile, the final result of teachers' implementation categorized as very low and qualified as very weak, which is in interval $0.33 \leq M \leq 7.41$. Some challenges were found as the causes of teachers' very weak implementation of PCK. Besides, English teachers' awareness to improve their practice quality regarding PCK of teaching English to young learners needs improving.

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1. INTRODUCTION

Learning English as early as possible is recommended because it is believed to yield the best results. This is in line with Piaget's theory of child development mentioning that children are active learners and thinkers. Teaching English as early as possible can help them master English much better. By being active thinkers, children always imitate what they hear, and are often surprisingly good at this. Doron (2013) says that children's ears are very sensitive and it helps them catch and duplicate the complicated sounds that adults produce. Despite this assumption, the most recent national curriculum in Indonesia, the 2013 curriculum, eliminates English lessons as local content lessons in elementary schools. Before 2013 curriculum, the 2006s Curriculum (KTSP) includes English subjects in the elementary school curriculum as local content starting from grades 4 to 6. With the elimination of English from curriculum, government allows the primary schools to decide whether or not include English in their curriculum. This means English subject is not compulsory to be taught at schools but also not forbidden. Thus, schools may include English in their curriculum if it is considered important contextually.

The problem arising from the elimination of English in Elementary schools from the curriculum is the absence of national standards (in terms of instructional sets) for English in elementary schools. Actually, in teaching English to younger learners, some basic principles or concepts are standardized throughout the world, for example in terms of teaching principles, choice of materials, assessment, etc. The absence of national standard of teaching English in primary school makes some schools, which still offer English to their students, make their own standard based on management policies at the school. Thus, many of these schools employ Primary School Teacher Education (locally known as PGSD) graduates who may not have sufficient background knowledge about English. Thus, these teachers who are responsible for teaching English in some

elementary schools do not have special qualifications to teach English for younger learners, (Listyariani, 2019). Ideally, they should have sufficient knowledge on teaching approaches that are suitable with young learners' characteristics as young learners have special characteristics and needs for learning English so

Teaching English for Young Learners or known as TEYL is a relatively new field of Teaching English as a foreign language or TEFL (Teaching English as a Foreign Language) developed in the last two decades, (Padmadewi, Nitiasih, and Artini, 2009). The notion that states that foreign language learning is more effective if started early is a major factor in the emergence of TEYL, (Padmadewi, et al, 2009). Padmadewi, et al (2009) also stated that the TEYL trend has developed widely, especially in countries that use English as a foreign language and Indonesia is one of them. Unfortunately, there is no significant innovation in teaching English in elementary schools, especially in Klungkung, Regency Bali. English subjects for elementary students are still taught in the same way as teaching English to middle school students, although, in fact teaching English to elementary students is extremely different with teaching English to middle school students, (Wijayanti, 2016). Padmadewi, et al (2009) argue that learning activities are still dominated by teacher explanations that refer to textbooks or worksheets which are usually the only source of learning in schools.

Furthermore, having a good pedagogical content knowledge is a must for English teachers. Loughran, John, Berry, and Mulhall, (2012) perceive that PCK underlines how teachers relate their subject matter knowledge (what they know about what they teach) to their pedagogical knowledge (what they know about teaching and what they know about their learners, their characteristics and their learners' conceptions). Pedagogical content knowledge (PCK) is also an academic idea that represents an idea in the belief that teaching requires far more than just giving students content knowledge, (Loughran, John, Berry, and Mulhall, 2012).

Shulman (in Faisal 2015) stated that knowledge of subject matter refers to the amount or an area of knowledge that exists in the teacher's mind. With this regard, it means knowledge of subject matter is included in the quantity of knowledge that is in the mind of the teacher, both knowledge of the material and knowledge of how to teach. In the context of teaching English, mastering the knowledge of the subject matter is similar to mastering the ways in essay writing, (Faisal, 2015) as it requires mastery of the grammatical features, vocabulary, and social functions of a text. Thus, the knowledge of subject matter for English teachers is linked to what Andrews (2003) termed as *language awareness* and *language proficiency*. Language awareness refers to the teachers' cognitions (knowledge and beliefs) about the language in general and the language they teach, and language proficiency refers to teachers proficiency in using English in the classroom, (Andrews, 2003). Thus, teachers need to *have language awareness*, as in knowing the language well such as language structure, vocabulary knowledge, language functions etc and *language proficiency*, as in being fluent and convincing in using the language. In short, teachers of English need to master the knowledge of language and can perform the language well during their teaching.

Andrews (2010) believes that language awareness Teacher' Language Awareness has a profound effect on teacher performance of various tasks, such as: (1) mediation available to students as input; (2) making important grammatical features with that input; (3) provide examples and appropriate clarifications; (4) monitor student outcomes; (5) monitoring the output itself; (6) helps students to make useful generalizations based on input; (7) limits the potential sources of student confusion in input over time; and (8) reflecting the potential impact of all of these mediations on students' understanding. Also, a focus on language awareness is a key aspect of creating student-centered classrooms, help the teachers to present material following student readiness, and also the ability to present it properly and correctly, (Best of Bilash, 2009). Once we realize that awareness has a key place in language learning, we can shift our attention from learning to emphasizing things like using expressions of ideas, sounds, varied body language, the order of words, ideas of time and how they are expressed, (Weiler, 2019).

Besides, regarding language proficiency Andrews (2003) explains that teachers must be well-proficient in dealing with 'inputs for learning' in the classroom. This includes teacher-produced input (Andrews, 2001) such as: is that the teachers control his/her language, how the teachers explain something in English and how the teacher responds to students' questions about the language he/she teaches. All of this relates to the teacher's proficiency and how he/she uses this skill to control. Furthermore, in Language Awareness (Andrews 2001) also explained that teachers must filter the class output produced by students both spoken and written. Teachers are required to ensure students' language learning outcomes in the structure, function, and expression. Of course, this related to language proficiency which is owned by the

teacher. To be able to do it all, teachers were previously required to write or use English on the board or in documents without errors, (Andrews 2001). This is because students will imitate what is instructed by the teacher, whether it is true or not. Thus, teachers need to master it before students. Besides, "Proficient" is defined as "very advanced in work, art, or branches of knowledge." If related to language, the label "proficient" refers to speakers who are highly skilled in the use of language, using language with greater formality and fluency (Alison, 2018). Proficiency also shows what a language user can do regardless of where, when or how the language was, (Berdan, 2019).

Besides, the knowledge of subject matter, PCK also about pedagogical knowledge which involves the knowledge of learners' characteristic and the knowledge of teaching strategies to teach certain subject. Regarding the knowledge of learners' characteristics, The Ministry of National Education regulation number 16/2007 has explained the importance of teacher knowledge about students. In the context of Indonesian regulations, one of aspects of PCK refers to the knowledge of students, (Faisal, 2015). Thus, in teaching elementary students teachers must know the characters of young learners or understand the characteristics of young learners they teach later. It needs to be known and understood by teachers as this knowledge contributes to the improvement of teaching and learning quality, (Cemink's Voices, 2011). Cameron (2001) emphasizes that teachers need to discover the generalizations of the characteristics of children as language learners.

In relation to characteristics of young learners, Juhana (2014) stated that young learners also have a great curiosity. Young learners are enthusiastic to try new things and to explore concrete things to abstract. They will be very happy to try new things and explore knowledge by working with objects or ideas. For this good opportunity, teachers are expected to be able to present material that can accommodate student curiosity such as recreation or learning new sentences and phrases every day in a fun way. If this is continuously developed, young learners will be facilitated to get information and be useful for their long term memory. This is related because young learners learn through experience. The teachers must be good at linking learning material with new experiences of students. The teacher must be good at linking the context of learning at that time with real situations. The thing that can be done is to relate the learning material with media in class. With that, students can directly see and link what they learn, (Juhana, 2014). For example, when the teachers teach about things in the class, then the teachers can directly use the tools in the class so students can see them directly. Likewise related to this, the teacher must also be good at varying learning strategies when presenting it. When delivering material, the teacher can insert games, sing and others. This is done because young learners can be easily bored and distracted, (Juhana, 2014).

In addition, pedagogical knowledge also underlines the knowledge of instructional strategies. Capperuci (2017) believes that designing instruction competency is a key element of teacher's professional profile. Determining the right learning strategy and designing the competency important for the teachers to master, due to the fact that improving the quality of student learning can only be achieved by relying on the teacher competency, (Capperuci, 2017). In relation to teaching young learners, ÇAKIR (2004) explains several strategies teachers must master. (1) Teaching through visual; the reason for teaching through visuals is that young learners will learn in the best way through seeing and doing (ÇAKIR, 2004). The use of puppets, flashcards, toys or other media in teaching English will certainly make learning more effective. (2) Teaching in contextual way; besides providing a visual form, it is important to relate it to the context as foreign language will be more meaningful when explained contextually, (ÇAKIR, 2004). If context and visual are combined well, then it will become long term memory, (ÇAKIR, 2004). (3) Teaching through activities; since young learners like learning by doing, it would not be good to let them learn just by writing and reading they can be involve in coloring, drawing, solving problems, cutting out, or other activities that make them excited. Engaging students in fun activities is a good idea when teaching young learners. In addition, learning foreign languages with fun activities will motivate and stimulate them, (ÇAKIR, 2004). (4) Teaching through fun and games; using games is the right idea as young learners get bored easily. Young learners can always be motivated by including them in fun games. Therefore, incorporating games into learning will be a good thing, because children will learn better when they want to do it. Games can be involved in the dialogue, songs, touches of humor, voice imitating, or simple acting, (ÇAKIR, 2004). Moreover, Medwell (in Listyariani, Artini and Padmadewi 2018) said in their article that the most complex and important knowledge that children must obtain is knowledge about how to create and manage their skills and understand the four language skills. Therefore, to make it effective, teachers must be able to provide media that can improve four language skills. Besides, learning activities also need to be developed to increase their confidence in learning English.

Research on teaching English for young learners have been conducted by many researchers. Aini (2013) investigated the use of media in the classroom when teaching young learners. In her research, it was found that teachers are still difficult to find their innovation, and therefore as a suggestion, training is needed to improve creativity in teaching. This is also related to research by Çağla (2017) who suggests that innovative and creative teaching training for teachers, related to the Knowledge of Instructional Strategies that are connected in PCK, is needed to achieve maximum quality of teaching. Then Arikan (2015) said that learning English in class is suggested to put more emphasis on students in using English in communication rather than just asking them to understand and write. This is related to the understanding of language learning which emphasizes on Language Awareness and Language Proficiency. With the process of teaching the language, knowledge of student characteristics is needed. Veronica (2016) found that some English teachers struggle with students' backgrounds, their low economic status, which sometime provide insufficient learning motivation. Therefore, it is very important for teachers to know things like this and are expected to be able to take over these problems by motivating them to learn in class. There was also study related to the importance of designing instruction. Ergin (2019) suggests that teachers ability in managing classroom affects the success of students in learning.

These studies emphasis efforts needed to create better English teaching quality for students. Yet, previous studies have not linked all PCK aspects as well as made comparison between the teachers' perceptions and their practices. Comparison of teacher perceptions and practice is important as, unfortunately, the relationship between perceptions and practice is not always directly proportional (Utami, 2019). To fill this gap, this research investigated teachers' perceptions and implementation of all aspects of PCK such as Knowledge of Subject Matter, Knowledge of Young Learners' Characteristics, and Knowledge of Instructional Strategies. Therefore, this study tried to answer 3 research questions: 1) how teachers perceive PCK? 2) How teachers implement PCK in the classroom? And 3) How is the comparison between teachers' perceptions and implementation of PCK?

2. RESEARCH METHOD

The research design used in this study is a mixed-method design that uses a mixture of data collection and analysis methods in it. The type of mixed method used in this study is the embedded mixed method design in dominantly qualitative. In this study, the researcher combines one dataset with another to make it mutually supportive. The researcher highlights secondary data forms in larger studies which have different data forms as the primary databases, and secondary databases that provide a supporting role in this study (Cresswell, 2012).

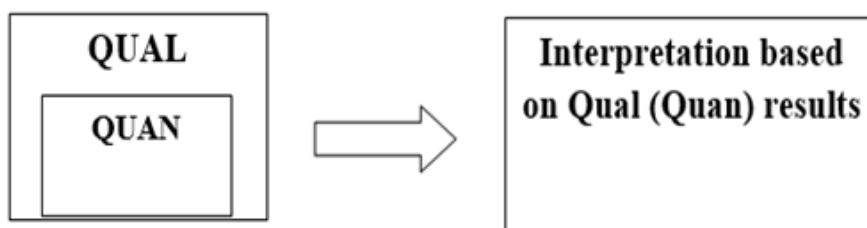


Figure 1. The Embedded Design Analysis Proposed by Cresswell (2012)

The subjects of this study are English teachers at elementary schools in Klungkung. The subjects involved were three teachers from different schools in Klungkung. The technique of selecting teachers and schools is Convenience Sampling technique (also known as availability sampling), which is a specific type of non-probability sampling method that relies on collecting data from members of the population who are willing to participate in the study. This sampling technique allows the researcher to choose the subject because of its easy accessibility and proximity to the researcher. (Creswell, 2012).

The object of this study is the perceptions of elementary school English teachers about the pedagogical content knowledge of teaching English to the young learner and their efforts in applying this knowledge principle in elementary schools in Klungkung, also the comparison between their perceptions and implementation in each component of pedagogical content knowledge.

Further, in this study, the researcher used several instruments to collect data. Namely the researchers as the main instrument, questionnaires, observation sheets, and interview guides. The questionnaire and

observation sheet were developed by eliciting important concepts from Andrews (2001), the concept of young learners from Juhana (2014), the strategies when teaching young learners' theory from Çakir (2004), and theory of media usage impact from Medwell et.al (2009). To determine content validity, the instruments assessed by two experts in the field of English Language Teaching. The instruments validation uses cross-tabulation with the formula from Gregory formula (2000) which requires two options namely "relevant" or "irrelevant".

After analyzed further, the instruments' validation described in Table 1 below:

Table 1. The Validity of The Instruments

No	Types of Instruments	A	B	C	D	Result	Category
1.	Questionnaire	0	0	0	50	1	Very High
2.	Observation Sheet of the Implementation of The Subject Matter Knowledge	0	0	0	4	1	Very High
3.	Observation Sheet of the Implementation of The Knowledge of Young Learners' Characteristics	0	0	0	8	1	Very High
4.	Observation Sheet of the Implementation of The Use of Learning Strategies for Young Learners	0	0	0	11	1	Very High
5.	Interview Guide	0	1	0	26	0.962	Very High

Based on Table 1, it was found that all of the components in the instruments indicated as very high instruments. It means that the whole instruments have very high validity. Thus, the instruments can be used later to gain data.

3. RESULTS AND ANALYSIS

This research focuses on the perceptions, implementation, and comparison between the perceptions and implementation of pedagogical content knowledge of teaching English to young learners by primary school teachers in Klungkung.

3.1. Teachers' Perceptions of Pedagogical Content Knowledge of Teaching English to Young Learners by English Primary School Teachers in Klungkung

In this study, a questionnaire was used to investigate the perceptions of English teachers about pedagogical content knowledge of teaching English to young learners. The questionnaire used 5 points Likert scale. Similar point could equal to different categories depending whether they are positive statement or negative statement. Based on the analysis it was found that teachers perceptions of all PCK components are not equal. Teachers perceptions on the component of The Subject Matter Knowledge and The Knowledge of Young Learners' Characteristics were in a 'very strong' category; while perceptions on The Use of Learning Strategies for Young Learners was in a 'strong' category.

Based on the tabulations, to make it easier for the readers to get the overall perceptions about the pedagogical content knowledge of teaching English for young learners by primary English teachers in Klungkung, a summarized data is provided in Table 2.

Table 2. The Summary Data of Teachers' Perceptions of PCK in Klungkung

No.	PCK Components	Teachers' Perceptions	Average	Qualification
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		T1	T2	T3	Range of Perceptions	
1.	The Subject Matter Knowledge	3.85	3.43	3.71	4.234	Very Strong
2.	The Knowledge of Young Learners' Characteristics	4.11	4.39	4.05	4.182	Very strong
3.	The Use of Learning Strategies for Young Learners	3.4	3.68	3	3.356	Strong
Total					3.924	High/Strong

Table 2 shows that teachers' perceptions of The Subject Matter Knowledge show a high level of agreement, and has a positive view. On the other hand, the teachers' perceptions of The Knowledge of Young Learners' Characteristics has a very strong qualification. With this, can be interpreted that the teachers have a very positive view, and they also strongly agree on how to teach young learners who have their own characters. For the last component, Using the Learning Strategies for Young Learners also get a strong qualification. Further, for the last bar, it can be concluded that the teachers have a strong level of agreement regarding the pedagogical content knowledge of teaching English to young learners. If seen as a whole, teachers' perceptions about the PCK of teaching English to young learners are high and good.

3.2. Teachers' Implementation of Pedagogical Content Knowledge of Teaching English to Young Learners by English Primary School Teachers in Klungkung

In analyzing the implementation of pedagogical content knowledge by English Primary teachers, the researcher observed the implementation directly in class using observation sheets. These observation sheets were used by noting the teachers' frequencies number about how much they implemented the related statements on the PCK.

Based on the analysis, it was found that teachers' implementation of all PCK components are not identical. Teachers' perceptions of the component of The Subject Matter Knowledge are in a 'neutral' category; while The Knowledge of Young Learners' Characteristics and The Use of Learning Strategies for Young Learners were in a 'very weak' category. Here are the following findings with the elaboration details described in Table 3.

Table 3. The Summary Data of Teachers' Implementation of PCK in Klungkung

No.	Components of PCK	Teachers' Implementation			Average Range of Implementation	Qualification
		T1	T2	T3		
1.	The Subject Matter Knowledge	19	8.5	9	12.16	Neutral
2.	The Knowledge of Young Learners' Characteristics	0.87	2.62	1	1.50	Very weak
3.	The Use of Learning Strategies for Young Learners	1	1.54	1.45	1.33	Very weak
Total					4.99	Very Low/Very

Weak

From the summarized table 3 above, it can be concluded that the component of PCK that get the highest score is "The Subject Matter Knowledge". Even though the score shows a moderate or neutral number, in reality, this component becomes the preferred component by the English teachers in Klungkung. This indicated that English teachers in Klungkung are more prefer to involve and prioritize subject matter knowledge in their learning, such as the implementation of language awareness and language proficiency. Meanwhile, the components of "The Knowledge of Young Learners' Characteristics" and "The Use of Learning Strategies for Young Learners" are both in very weak qualifications, even though the two components have different averages. Moreover, for the last bar, by showing very weak result of implementation, this means that English teachers in Klungkung do not practice well the pedagogical content knowledge of teaching English to young learners.

3.3. The comparison between Perceptions and Implementation of Pedagogical Content Knowledge by English Primary School Teachers in Klungkung

Based on the analysis of the comparison between teachers' perceptions and implementation of all PCK components, inconsistencies are found. When compared, the teacher's perceptions of The Subject Matter Knowledge component is in a 'very strong' category but the implementation is in a 'neutral' category. The perceptions on the component of The Knowledge of Young Learners' Characteristics is in a 'very strong' category; while the implementation is in a 'very weak' category. For the last component, the perceptions on the component of The Use of Learning Strategies for Young Learners is in a 'strong' category but in a 'very weak' category in its implementation. The following is the detail of the findings.

Table 4, Data of Perceptions and Implementation of PCK

Components of PCK	Perceptions			Average	Implementation			Average
	T1	T2	T3		T1	T2	T3	
The Subject Matter Knowledge	3.85	3.43	3.71	4.234	19	8.5	9	12.16
The Knowledge of Young Learners' Characteristic	4.11	4.39	4.05	4.182	0.87	2.62	1	1.50
The Use of Learning Strategies for Young Learners	3.4	3.68	3	3.356	1	1.54	1.45	1.33
Total Mean				3.924	Total Mean			4.99
Range				$3.3335 \leq M \leq 4.0005$ High / Strong	Range			$0.33 \leq M \leq 7.41$ Very low / Very Weak

According to the overall average scores of PCK components of teaching English to young learners by the English Primary School in Klungkung, Table 5 was made to make the clearer relation between teachers' perceptions and its implementation:

Table 5 Summary of Teachers' Perceptions and Implementation of PCK

No	Components of PCK	Perceptions		Implementation	
		Average	Category	Average	Category
1.	The Subject Matter Knowledge	4.234	Very Strong	12.16	Neutral
2.	The Knowledge of Young Learners' Characteristics	4.182	Very Strong	1.50	Very Weak
3.	The Use of Learning Strategies for Young Learners	3.356	Strong	1.33	Very Weak
Total		3.924	Strong	4.99	Very Weak

Table 5 shows the categorization between the perceptions of PCK and its implementation. If seen, there is such a big gap. The component of PCK "The Knowledge of Subject Matter" is the only component that do not too far apart, because the range between it was just from strong to neutral. While the other two components, "The Knowledge of Young Learners' Characteristics" and "The Use of Learning Strategies for Young Learners" get a big gap. The perceptions of "The Knowledge of Young Learners' Characteristics" get a very strong category, while the implementation is very weak. Likewise with the implementation of "The Use of Learning Strategies for Young Learners" with a very weak implementation, but get a strong categorization in the perceptions.

From the categorization on the table 5, the relations between teachers' perceptions of PCK and its implementation can be described as presented in table 6.

Table 6 The Relations Between Teachers' Perceptions and Implementation of PCK

No.	Components of PCK	Categorization		Relations
		Perceptions	Implementation	
1.	The Subject Matter Knowledge	Very Strong	Neutral	Slightly consistent
2.	The Knowledge of Young Learners' Characteristics	Very Strong	Very Weak	Lack of consistency
3.	The Use of Learning Strategies for Young Learners	Strong	Very Weak	No consistency
4.	PCK	Strong	Very Weak	No consistency

Table 6 shows two inconsistent components. It can be seen, the component of PCK "The Knowledge of Young Learners' Characteristics" had a relation of lack of consistency. While the "The Use of Learning Strategies for Young Learners" component had no consistency. If both compared, the "The Knowledge of Young Learners' Characteristics" is the component that had the worst consistency. Besides, the last bar concluded that the whole perceptions and implementation had no consistency. It means that both of teachers' views and practices did not matches and got gaps in it.

It can be seen that the results showed the contrast. There is a discrepancy between the perceptions of PCK and the implementation. For “The Knowledge of Subject Matter” implementation, the average is 12.16 that indicated a neutral qualification. While for the perceptions, the number shows 4.234 which shows a very strong qualification. Regarding the accumulation, a neutral qualification did not mean the teachers had low scores. This shows that the teachers implemented components are not less or many frequencies. Even so, this remained a gap because it was not following the results of the perceptions that got a strong qualification. To clarify the results of implementation analysis, the researcher then interviewed the teachers. The transcription of the interview is presented as excerpt 1 below:

Excerpt 1

T1 : “... using English to communicate is very good. But now, the students, do not like it much. So they are afraid of English, "oh it's hard" their minds. Did you see it in class yet? They even do not make notes, well, it is hard to do. My class now is too passive. If they just never noted, how can we invite them to speak English? The students here are mostly orphans, from orphanages. It is even hard to ask them to talk in Indonesian daily, they meet difficulties in speaking.”

T2 : “... communication using English in class, yes, of course, is very important. But I am the youngest teacher here, and I teach many classes. The class is noisy, it is quite difficult for me to control them. The students seem to chill out to me.”

T3 : “... it is good for using English often. But for now, I do not really use English. Their Indonesian sentences still need to be improved. Here the students still find difficulties when composing sentences, defining subjects and predicates. So if you want to make sentences using English, it's difficult for them. I have to make the Indonesian version then transform it into English.”

Notes

: Translated from Indonesian

T1, T2, T3 : The subjects

The interview implicated that there were various problems faced by the teachers. The teachers mostly found difficulties in handling the students. They might have good strategies in using English, both for communicating or correcting grammar errors. But, they still met problems when they wanted to communicate using English. The students' lack of willingness using English and also students' habits in using Balinese complicate the teachers. Thus, the teachers might feel doubtful to serve the material just by using English monotonously.

However, the excerpt 1 here are following what found by Librado and Santos (2019), which stated in their study located in Mexico that all of the teachers mostly had negative perceptions about their teaching conditions. The teachers mostly have too many opinions which might be an excuse for them not using English in class. Urgent action is needed as a part of the government to improve English as a foreign language scenario, (Librado and Santos, 2019). Here, relating to the previous study and also the data of this study, the subjects had no consistencies about what they were saying. They might say that their perceptions are good, but when it turned into implementation, their perceptions could be changed because of several reasons. Teaching English should use English to communicate or use it as the main language in a learning scenario, (Librado and Santos, 2019).

But, if examined further, something is done by T3 just like what stated in excerpt 1, she provided the students' other examples in Indonesian then translated it into English. This activity seemed like the Grammar Translation Method. Further, of course, what was did by the teachers had benefits because the Grammar Translation Method helps students to easily understand the abstract meaning of foreign words, complex sentence structures, systematic grammatical knowledge, grammatical concepts, words, and translation capacity, (Na Kong, 2011). However, what was found in research by Librado and Santos (2019), this can be happened because of teachers' that are not fluent in English, thus they combined it with Indonesian.

Further, the worst thing showed that in the component of “The Knowledge of Young Learners' Characteristics” got 1.50 in average, indicated a very weak qualification. Moreover, the perceptions got

4.182 that indicated a very strong qualification. These qualifications, of course, had a big gap if compared. If it is seen from the previous interview, the reason could be related because the condition of the class as well as considering students had their own problems could impact teachers' desire to teach the young learners. For make it clearer, the subjects clarified the problems through the interview in excerpt 2:

Excerpt 2

T1 : *"... it is important to use experiments. Only the media is lacking here. I just use the students as media for them, for example, make something based on their activities. We make our own media. But I am rarely to do. Understanding the material is more important, I am already tired of it. Here, the handbook is lacking, it even does not fit the material that will come out during the National Exam (UN). So, I use the worksheets (LKS), if they have money, they buy it..."*

T2 : *"... there are still problems when teaching in class because of the young learners. Young learners like to be cared for and are more interested in individual learning. Classical classes with about 40 students become less effective. It is just more effective if I conducted a group study. It is easier for them to ask questions with friends about materials they do not understand."*

T3 : *"... I prefer to teach directly. There are no media at all. Usually, I look for videos, because in this school not provide it. It must be prepared completely by myself, LCD is also limited. So, this makes it less interesting to prepare it by myself."*

Notes

: Translated from Indonesian

T1, T2, T3 : The subjects

Not just about the media, the factor from the students' itself became a problem by the teacher. In the T2's opinion on excerpt 2, she thought that it is difficult to handle 40 students in a classical class. It was less effective. For her, the students are also known as young learners that loved to be cared for, thus, it was difficult to handle. But, having a good learning strategies to young learners' characteristics is a must, it is in line with those conveyed by Astuti, Fauziati, and Marmanto (2019). It is very important in understanding the characteristics of young learners by teachers, (Astuti, Fauziati, and Marmanto 2019). In their research, all participants believed that teaching young learners was very different from teaching adults. They have different characteristics, needs, capacities, and difficulties in learning, (Astuti, Fauziati, and Marmanto 2019). Therefore, teachers need to have a positive view of knowing young learners' characteristics

Moreover, the use of media also became mostly problems faced by the teachers. The facility such as LCD, handbooks, and other media must be prepared by the teachers alone. That is why they just loved to teach manually, with LKS, whiteboard, also directly give materials to make it more effective and still working. Honestly, it doesn't matter when the teacher has their own strategies when teaching. But, preparing the most important components of learning that are fun and varied is a must, (Nagashibaevna, 2019). Young learners who are occasionally asked to discuss or listen to something without visual focus sometimes make their attention distracted, (Nagashibaevna, 2019). As Nagashibaevna (2019) stated, if teachers do not provide students with something they can see, then they will try to find it here and there, which triggers them to create noise. This certainly will be a new problem for teachers.

Facing problems with media, it is, of course, implied the use of learning strategies for young learners. The average of "The Use of Learning Strategies for Young Learners" got 3.356 in perceptions, which indicated a strong qualification. While for the implementation got 1.33 indicated as a very weak qualification. Still, this is also showed a big gap if compared. Thus, the researcher also interviewed to clarify it and can be explained on excerpt 3:

Excerpt 3

T1 : *"I am overwhelmed when I use the media. I just use the media depends on the materials. After all, you have seen the class yet, right? They will forget the materials if they experiment too much. I am so rarely, they will play then."*

T2 : *"Actually, I have a lot of media games related to technology. It is just that this school lack of LCD and sound system to be brought in class. At school, there is only 1 LCD and it is already used by other classes. You have to take turns, fast-speed. Sound also like that. In addition, in using the cards, it quite burdens me because, besides cost, I also have to teach junior high school to senior high school..."*

T3 : *"I rarely used media, give challenges is also rare. Most media is only limited to videos from my mobile phone, then they will see it in turns. The school does not provide at all. I make my own flashcards sometimes. For their appreciation, I never gave the rewards. I give up about the cost..."*

Notes

: Translated from Indonesian

T1, T2, T3 : The subjects

According to the excerpt 3, it is clear that the teachers had problems in using the learning strategies for young learners. They faced difficulties in facing students' attitudes whose really like to play with experiments rather than to grasp the material, the cost, and also the facilities provided by the school. They also seemed to feel overwhelmed if they prepare it by themselves alone. Then, this implied that the teachers still wanted the learning process to go on in a simple way. They still willing to teach the students, but they do not want to do something burden them. Thus, the students can still learn without teachers' anxiety to feel tired to think and prepare the media.

Already clarified in the excerpt 3, the teachers have different assumptions about learning strategies. It means that the teachers had a different view or way to do the learning strategies instead of the statements that is provided. This is also related as said by Yasan-Ak & Yilmaz-Yendi, (2020). The way of how the teachers teaching are varies. The factors that can influence are very broad, not only from classroom conditions, but also from other variables such as gender, age, and their motives in choosing the profession to become a teacher, (Yasan-Ak & Yilmaz-Yendi, 2020). Those varied variables certainly can change the teachers' mindset and practice in implementing teaching strategies.

Regarding the problems that are often experienced by English primary school teachers in Klungkung, it dominantly come from the students and the media possessed by the teacher. Problems that arise from students' abilities are still considered weak, thus, that becomes a difficulty for teachers to invite them to be fluent in daily communication using English. In addition, the ability of students who are considered to be still weak using Indonesian sentence structure is considered to be an issue for teachers to invite them to communicate using English. The low interest in learning English by students is also a problem for teachers. Learning materials will be difficult for them to grasp if their mindset still think that English is a hard subject to understand. But, the teachers can not just blame the students whether this just unfortunately still happened. As found in Indonesian Law number 14 2005 (in Astuti, Fauziati, and Marmanto, 2019), understanding students' characteristics is important for teachers, that is why this became one of aspects teachers must have in pedagogical knowledge. If teachers can understand the students' characteristics, then the teachers will easily determine strategies and learning materials that are right for students. Thus, the problems of learning goals can be solved well, as well as the problems from the students, (Astuti, Fauziati, and Marmanto, 2019).

Furthermore, the most difficult problem found by the teacher is the problem of learning media. All three teachers found difficulties in elaborating on learning activities with media. They almost have the same problem. The facilities such as LCD and speakers are limited in schools. The teacher must use it in turns with other teachers. In addition, if the teacher wanted to use other media such as videos and flashcards, the teacher must prepare it by themselves. This made the teacher overwhelmed and feel burdened, both in terms of time and cost. Costs that are owned by themselves without support from schools are also considered as a problem. Also, one of those three teachers also had troubles from learning resources. Textbooks provided by schools are not in accordance with the material that will come out in the National Exam (UN). To overcome that, the teacher asked students to buy the worksheets (LKS). This also happened to the other teachers. Besides being considered more effective, worksheets are considered as a reliable thing to overcome the availability of media.

Moreover, when observed, the researcher also found problems that actually can be solved by teachers. As observed, the way teachers teach young learners was found too serious. The point is, the

language used was too formal, too focused on the worksheets, and also lacked activities. For the researcher, students' lacked interest in learning English or their mindset that considered English as a difficult subject is not a reason for the teacher to not develop varied learning. Teachers' knowledge is the main factor to drive the ability of teachers to deliver effective learning, also to develop a learning atmosphere for students, (Kultsum, 2017). In addition, the low ability of students to use English might cause a problem, but this is actually not a whole barrier. Getting used to them with communicating English and increasing their vocabulary from the teacher will increase their insight to compose their own words, for example by using flashcards for daily learning, (Hotimah, 2010). During class, according to observations, teachers do more teacher-centered learning, whereas teachers merely served the material. The students mostly taking notes and answering questions from LKS. This activity is almost repeatedly the same, thus students rarely got direct interaction using English. From that, English becomes the subject that they must learn, without the opportunity to use it directly through pronunciation.

In addition, problems about media such as flashcards, presenting audio and video through LCDs and speakers have indeed become a serious problem for teachers. They faced difficulties in costs, the limited availability of the facilities, and no support media from the schools. However, for the researcher, the thing that also can motivates teachers to rarely use the media is the availability of LKS itself. The teachers may think that they already have their own learning source that could help them without feeling burdened. But still, actually, the use of worksheets (LKS) is not a problem, but it would be far better if teachers are able to elaborate it into something interesting for young learners, not just fixated on reading and writing from the LKS only.

4. CONCLUSION

In conclusion the perceptions of English Primary School teachers in Klungkung about Pedagogical Content Knowledge of teaching English to young learners showed great results. The final result categorized as high and qualified as strong, because the average score was 3.924 which is in interval $3.3335 \leq M \leq 4.0005$.

Furthermore, the implementation of English Primary School teachers in Klungkung about Pedagogical Content Knowledge of teaching English to young learners showed inadequate results. The final result categorized as very low and qualified as very weak, because the average score was 4.99 which is in interval $0.33 \leq M \leq 7.41$.

The last, the study shows that there was discrepancy between the perceptions and implementation of Pedagogical Content Knowledge of teaching English to young learners. The teachers' perceptions was high while the teachers' implementation was very low. This consistency can be happened because of some problems. These problems are emphasized on the condition of students who do not understand English well, students' low abilities and interest in English, and the lack of facilities and low learning media that causes teachers difficulty in delivering the learning activities.

Further, with these existing problems, teachers can take self-reflection and improve teaching strategies for young learners, moreover, strengthening Pedagogical Content Knowledge that teachers must have both in terms of views and practices. Besides, the government is also able to make these issues as an object of discussion for improving teachers' teaching quality. For example, the government here can work together with professional educators to provide adequate knowledge for teachers to teach. Furthermore, the government can also correct problems that can reduce effectiveness while teaching, such as the facilitation. Providing funds for teachers can be done to help teachers delivering materials with adequate facilitation.

Besides, this research can contribute to the field of English education by providing evidence of the mismatch between teachers' perceptions and implementation regarding PCK. This evidence suggests the need to improve the quality of teachers' Pedagogical Content Knowledge. Thus teachers, school administrators and government should take a real action to optimize the alignment of teaching and learning process with students' characteristics at school.

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